

# **Iowa Standards for School Leaders: *Crosswalking Superintendent Standards and Performance Indicators with Research***

The state of Iowa has adopted standards for the preparation, licensure, and evaluation of school administrators. Mid-continent Research for Education and Learning (McREL) was asked to “crosswalk” between Iowa’s standards for school leaders and McREL’s research on superintendent responsibilities and practices. The following table reflects an initial review and analysis of Iowa’s standards and the requested crosswalk. This analysis is intended solely for the purpose of initiating a discussion with School Administrator’s of Iowa. In connection with the comparative analysis shown below, McREL shall retain all right, title, and interest to its intellectual property embodied in or by such work, and to its pre-existing works, consultations, trainings, analyses, theories, models, publications, research, evaluations, assessments, technology or processes. The Iowa School Administrators may not develop or create derivative works based on this analysis without McREL’s prior written permission.

<b>McREL’s Superintendent Responsibilities</b>	<b>McREL’s Superintendent Practices</b>	<b><i>Related Iowa Standards for Superintendents (from March, 02 Superintendent Evaluation Form)</i></b>	<b><i>Related Sample Performance Indicators (from March, 02 Superintendent Evaluation Form)</i></b>
<b>Goal adoption</b> (goals for student achievement and instructional program are based on relevant research)	<ul style="list-style-type: none"><li>• Adopting 5-year non-negotiable goals for achievement and instruction</li><li>• Establishing clear priorities among the district’s instructional goals and objectives</li><li>• Adopting instructional methodologies that facilitate the efficient delivery of the districts curriculum</li><li>• Incorporating varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population</li><li>• Ensuring that a preferred instructional program is adopted and implemented</li></ul>	<b>Standard 1:</b> A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	
<b>Goal setting process</b> (the superintendent involves board members and principals in the process of setting goals)	<ul style="list-style-type: none"><li>• Developing a shared vision for the goal setting process</li><li>• Using the goal setting process to set goals developed jointly by board and administration</li><li>• Developing goals that are coherent and reflect attendant values which support involvement and quality in achievement rather than maintenance of the status quo</li><li>• Maintaining a focus on academics throughout the district</li><li>• Communicating expectations to central office staff and principal</li></ul>	<b>Standard 4:</b> A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.  <b>Standard 6:</b> A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	(4.2) Promotes, demonstrates, and supports clear, two-way communication at all levels of the community, school district.  (6.5) Provides leadership with the board for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating district policies.

<b>Board support of district goals</b> (the superintendent maintains board support for district goals for achievement and instruction)	<ul style="list-style-type: none"><li>• Along with the board president, remaining situationally aware, agreeing on the political climate of the school district</li><li>• Establishing agreement with the board president on district goals</li><li>• Establishing agreement with the board president on the effectiveness of board training</li><li>• Establishing agreement with the board president on the nature of teaching/ learning strategies to be used in the district</li><li>• Establishing agreement with the board president on type and nature of conflict in the district</li><li>• Providing professional development for board members</li></ul>	<p><b>Standard 1:</b> A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p><b>Standard 4:</b> A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p><b>Standard 6:</b> A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>(4.1) Provides leadership for improving parent/student/community involvement in the schools.</p> <p>(4.2) Promotes, demonstrates, and supports clear two-way communication at all levels of the community school district.</p> <p>(5.1) Conducts oneself in an ethical, trustworthy, and professional manner in the school environment, board and community.</p> <p>(6.3) Advocates in the political environment for issues beneficial to improving teaching and learning.</p> <p>(6.4) Communicates clearly and substantively to the community about district issues and performance.</p> <p>(6.5) Provides leadership with the board for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating district policies.</p>
<b>Resource alignment</b> (the superintendent stipulates that resources are used for professional development of teachers and principals to achieve district goals)	<ul style="list-style-type: none"><li>• Adopting an instructional and resource management system supporting implementation of the district’s instructional philosophy</li><li>• Controlling resource allocation</li><li>• Providing access to professional growth opportunities through the design of a master plan to coordinate inservice activities of the district</li><li>• Providing extensive teacher and principal staff development</li><li>• Training all instructional staff in a common instructional model</li></ul>	<p><b>Standard 2:</b> A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.</p> <p><b>Standard 3:</b> A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p>(2.7) Develops and offers opportunities that respond to staffs’ needs for professional development.</p> <p>(2.9) Encourages and supports personal and professional development among staff.</p> <p>(3.2) Monitors distribution of district resources based on the district’s school improvement plan.</p>

<p><b>Monitoring and evaluating</b> (the superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers)</p>	<ul style="list-style-type: none"> <li>• Annually evaluating principals</li> <li>• Monitoring student achievement through feedback from the instructional evaluation program</li> <li>• Using an instructional evaluation program that accurately monitors implementation of the district’s instructional program</li> <li>• Observing classrooms during school visits</li> <li>• Challenging the status quo as a change agent when necessary</li> <li>• Coordinating efforts of individuals and groups within the organization to increase reliability of the system, with adjustments by individuals to quickly respond to system failures</li> <li>• Reporting student achievement data to the board on a regular basis</li> <li>• Using a system to manage instructional change</li> <li>• Ensuring that effective/successful innovation is communicated within schools</li> <li>• Ensuring that the curricular needs of all student populations are met</li> <li>• Modeling understanding of instructional design</li> </ul>	<p><b>Standard 1:</b> A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p><b>Standard 2:</b> A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.</p> <p><b>Standard 3:</b> A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p><b>Standard 6:</b> A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>(1.5) Formulates procedures for gathering, analyzing and <u>using district data for decision-making</u></p> <p>(2.2) Evaluates and provides direction for improving school district programs.</p> <p>(2.3) Examines student achievement data, disaggregates data and creates improvement plans.</p> <p>(2.6) Evaluates and provides direction for improving instructional strategies.</p> <p>(3.1) Analyzes and reports on student achievement, attendance, and graduation rate.</p> <p>(3.3) Provides direction and support for periodic review of curriculum and school policies and procedures.</p> <p>(3.4) Evaluates performance of staff and takes appropriate follow-up action.</p> <p>(3.7) Monitors recruitment and selection of district personnel and holds staff accountable for performance.</p> <p>6.4) Communicates clearly and substantively to the community about district issues and performance.</p>
<p><b>Defined autonomy: relationship with schools</b> (the superintendent extends defined autonomy to schools)</p>	<ul style="list-style-type: none"> <li>• Ensuring that homogeneous ability groupings within classrooms do not segregate students into racial or other inappropriate groups</li> <li>• Ensuring that principals speak with teachers about results</li> <li>• Screening, interviewing, and selecting teachers along with principals</li> </ul>	<p><b>Standard 1:</b> A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>(1.1) Sets priorities in the context of improving student achievement.</p> <p>(1.2) Articulates and promotes high expectations for teaching and student learning.</p> <p>(1.3) Develops, communicates, and implements a collective vision of comprehensive school improvement.</p>

<p><b>Defined autonomy: relationship with schools</b> (the superintendent extends defined autonomy to schools) (<i>cont.</i>)</p>	<ul style="list-style-type: none"> <li>• Applying district sanctions to students for unsatisfactory academic performance</li> <li>• Developing a shared vision and understanding of “defined autonomy”</li> <li>• Developing principal awareness of district goals and actions directed at goal accomplishment</li> <li>• Ensuring that school practices are characterized by opportunity for all students to learn</li> <li>• Ensuring that schools are characterized by an orderly climate</li> <li>• Establishing teacher evaluation as a priority for principals</li> <li>• Rewarding successful teachers and terminating the employment of unsuccessful teachers</li> <li>• Committing the district and schools to continuous improvement</li> <li>• Ensuring that effective/successful innovation is communicated within schools</li> <li>• Ensuring that schools have a clear mission focused on school performance</li> <li>• Expecting principals to fulfill instructional leadership responsibilities</li> <li>• Promoting innovation</li> <li>• Rewarding students beyond standard honor rolls and recognition assemblies for exceptional performance</li> <li>• Directing personnel operations to assure a stable yet improving and well-balanced work force</li> <li>• Establishing strong agreed upon principles/values which direct actions of people</li> <li>• Hiring experienced teachers</li> <li>• Including socializing functions in district meetings</li> </ul>	<p><b>Standard 2:</b> A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.</p> <p><b>Standard 3:</b> A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p><b>Standard 5:</b> A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and an ethical manner.</p> <p><b>Standard 6:</b> A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>(1.4) Formulates comprehensive school improvement plans (CSIP), goals, and change efforts with staff and community.</p> <p>(1.5) Formulates procedures for gathering, analyzing and using district data for decision-making.</p> <p>(2.1) Provides leadership for annually assessing and setting priorities on student and district needs.</p> <p>(2.2) Evaluates and provides direction for improving school district programs.</p> <p>(2.4) Provides leadership for assessing, developing and improving school environment and culture.</p> <p>(2.5) Provides leadership encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning opportunities for all students.</p> <p>(2.6) Evaluates and provides direction for improving instructional strategies.</p> <p>(2.10 and 5.2) Demonstrates awareness of professional issues and developments in education.</p> <p>(3.3) Provides direction and support for periodic review of curriculum and school policies and procedures.</p> <p>(3.4) Evaluates performance of staff and takes appropriate follow-up action.</p> <p>(3.7) Monitors recruitment and selection of district personnel and holds staff accountable for performance.</p>
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<b>Defined autonomy: relationship with schools</b> (the superintendent extends defined autonomy to schools) ( <i>cont.</i> )	<ul style="list-style-type: none"><li>• Maintaining high expectations for school performance</li><li>• Providing leadership of curriculum development</li><li>• Using standards for content and instruction as basic design principles</li></ul>		<p>(3.13) Implements a collaborative approach to policy development on student discipline.</p> <p>(3.14) Formulates and implements plans for internal staff communications.</p> <p>(5.1) Conducts oneself in an ethical, trustworthy, and professional manner in the school environment, board and community</p> <p>(5.3) Treats everyone with fairness.</p> <p>(5.4) Demonstrates integrity in all actions.</p> <p>(6.2) Demonstrates respect for diversity in students, staff, and programs.</p>
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